REPORT RESUMES

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GUIDELINES FOR PUPIL PERSONNEL SERVICES IN THE ELEMENTARY SCHOOL.

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THESE GUIDELINES FOR PUPIL PERSONNEL SERVICES IN ELEMENTARY SCHOOLS EMPHASIZE THE SIMILARITY IN FUNCTION OF THE VARIOUS SPECIALISTS. THE OBJECTIVES AND DEVELOPMENT OF PUPIL PERSONNEL PROGRAMS IN LARGE AND SMALL SCHOOL DISTRICTS ARE DISCUSSED. GUIDES FOR PROGRAM EVALUATION ARE ALSO INCLUDED. ROLE DEFINITIONS OF THE VARIOUS PUPIL PERSONNEL SPECIALISTS AND SELECTIONS FROM THE CALIFORNIA EDUCATION CODE ARE APPENDED. (JR)

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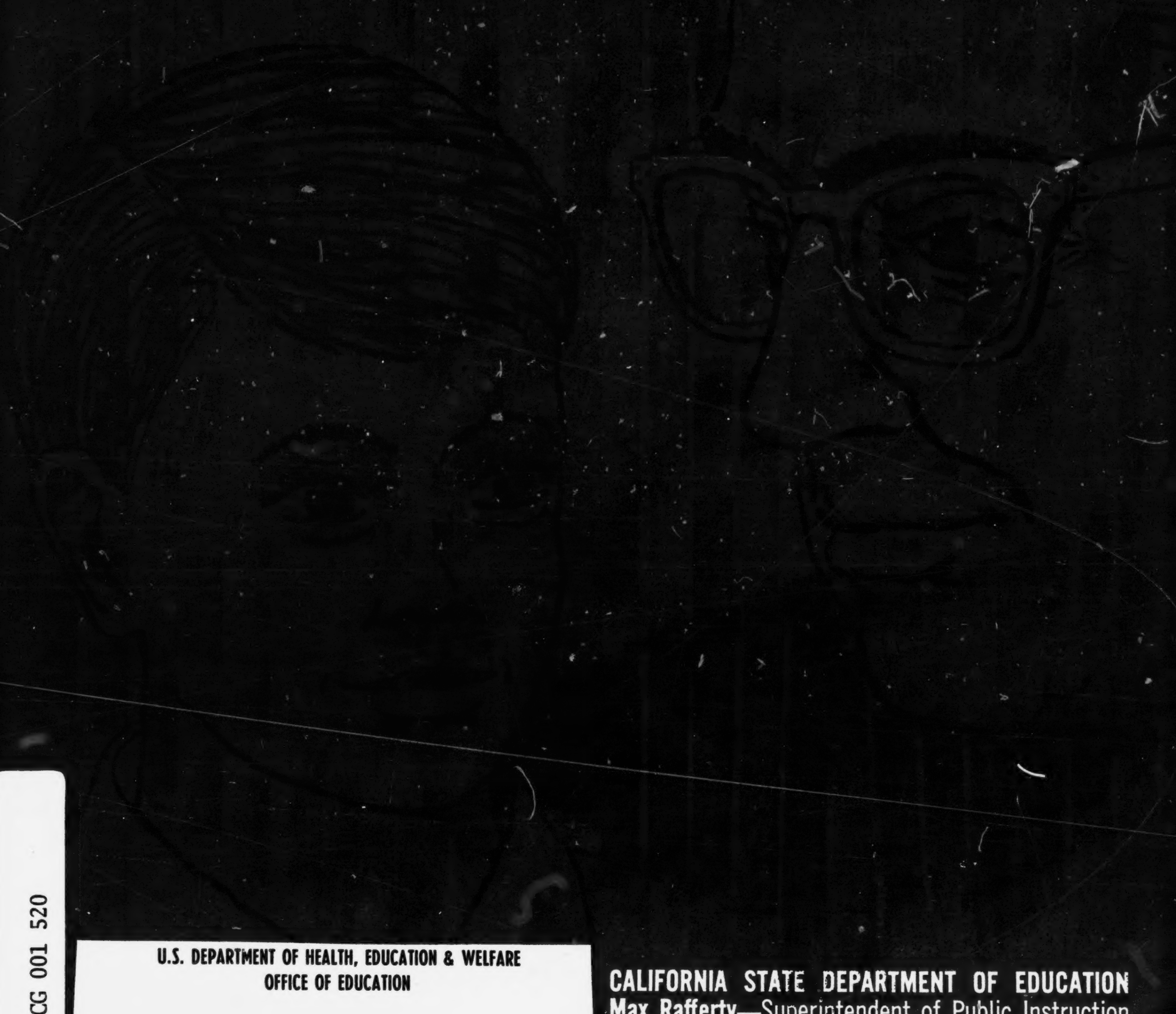

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
Max Rafferty—Superintendent of Public Instruction
Sacramento 1967

GUIDELINES for
Pupil Personnel Services
in the Elementary School

Prepared by the

BUREAU OF PUPIL PERSONNEL SERVICES

Foreword

The significant social and technological changes of recent years have accelerated changes in the educational program in developing a better understanding of the needs of pupils and a better means of meeting those needs. The importance of getting a good start in school and building a strong foundation of knowledge and attitudes in the elementary school is more widely recognized than ever before.

The contribution of a well-organized program of pupil personnel services toward the attainment of that goal for every child is the subject of this publication, the first statement issued by the Department of Education on guidelines for developing such services in elementary schools.

It is our hope that the publication will assist school administrators, school board members, pupil personnel specialists, and others who are concerned to plan, initiate, expand, and strengthen pupil personnel programs.

Max Rafferty

Superintendent of Public Instruction

Preface

Most of the elementary schools in California have offered some type of pupil personnel services for many years. The services have varied from school district to school district in quality, quantity, and organizational form, depending upon the needs and resources of the districts, the availability of specialized staff, and other factors. Some districts have relied heavily upon the incidental services contributed by classroom teachers and principals. But these incomplete and more or less unorganized services are no longer adequate to meet the needs of the times.

If we are to help today's pupils to get the greatest possible benefits from their education, we must provide a full range of pupil personnel services. We must organize these services for greatest efficiency. We must offer them to all children. We must use the special skills and knowledge of classroom teachers, administrators, and pupil personnel workers.

This publication presents the point of view that there are more similarities than differences in the services performed in elementary schools by various pupil personnel specialists and that the guidelines provided here should center upon those services rather than upon the specialties. However, the distinctive functions of each specialty are recognized through the inclusion in the Appendix of statements on role and function submitted by the several California associations in the pupil personnel field.

Work on this publication began several years ago with the appointment of a State Advisory Committee on the Framework for Pupil Personnel Services. The first draft of a statement on pupil personnel services in the elementary school was developed by a subcommittee composed of the following persons:

Lawrence J. Michiels, Chairman; Burlingame Elementary School District
Virginia Bailard (deceased), Long Beach Unified School District
Richard Carey, Bureau of Pupil Personnel Services, California State Department of Education
Alice Henry, San Francisco Unified School District
Ross Munoz, Office of the Los Angeles County Superintendent of Schools
Afton Nance, Bureau of Elementary Education, California State Department of Education
Mary Reed, El Segundo Unified School District
Marguerite White, San Diego City Unified School District

In the summer of 1965 the written materials produced by the subcommittee were turned over to a writing committee, who were assigned to prepare the final draft. Members of the writing committee were:

Maxine Ewers, Los Angeles Unified School District
Doris Gregory, Long Beach Unified School District
Alice Henry, of the original group
Gerald Miller, Specialist in Elementary School Guidance Services,
    California State Department of Education
Robert White, California State College at Hayward

The statement then was circulated to a group of elementary school guidance specialists, including representatives of the various pupil personnel associations, for criticism. Reactions received from the readers indicated that, among other needed revisions, the chapter on evaluation of pupil personnel services should be redesigned and strengthened. Accordingly, the following persons were asked to develop a new schema for the chapter:

Joseph R. Martin, Sacramento State College
Gerald Miller, of the writing committee
Merville C. Shaw, Chico State College
R. Garry Shirts, Office of the San Diego County Superintendent of Schools
Barbara Varenhorst, Palo Alto Unified School District

Subsequently, the writing committee revised the draft once again and prepared a final chapter on evaluation based upon the concepts developed by this group.

Other members of the State Advisory Committee are:

Adele Alpers, San Rafael, California Congress of Parents and Teachers
Gordon D. Aumack, West Valley College
Hugh M. Bell, Chico State College
Doris Bryan, Oakland City Unified School District
Roger W. Chapman, Modesto City Schools
Ferd. J. Kiesel, San Juan Unified School District
Edwin V. Laplace, Richmond Unified School District
David D. Malcolm, San Diego State College
Lowell M. McGinnis, Los Angeles Unified School District
Glen W. Paul, Superintendent of Schools, Humboldt County
Gene Six, Pasadena High School
Mary Stafford, Burbank, California School Boards Association

This publication represents the thinking not only of the persons named, but also of many others who contributed ideas as the publication developed. Appreciation for their efforts and valuable help is hereby expressed. Especial credit and thanks are given to Gerald Miller for his work in putting the manuscript into final form. The publication was funded through the National Defense Education Act, Title V-A.

DONALD E. KITCH
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Personnel Services

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chapter I Introduction

It is no accident that programs of pupil personnel services as a feature of public education have had their genesis and greatest development in the United States. The strength of a democratic society depends upon the extent to which its population is informed about, and dedicated to, the principles upon which it is based. To strengthen such a society, our forefathers established the public schools to provide an education for all American youth. As our nation has developed, social changes have placed additional burdens upon education. Population mobility and increasing industrialization have given rise to disruptive influences in family life. The marked urban migration has increased the problems of inadequate housing and segregation and has caused many pupils to grow up with poor self concepts, lack of incentives, and meager experiential backgrounds. The rapid increase of technological information, the impact of automation on employment, and demands for a significantly higher level of academic education have increased pressure on pupils to learn more in less time.

To help pupils to meet these new challenges and to prevent the onset of educational, social, and personal problems, the specialized knowledge and skills of professionally trained pupil personnel specialists have been added to the services of many schools. It has become apparent that if these services are to be fully effective, they must begin early in life and must be available to all children and their parents rather than limited to those who exhibit serious problems. Prevention is the watchword. The preventive approach predominates in the viewpoint expressed in this publication, although there are times when correction is needed as well.

A child's progress in elementary school determines to a large extent his success or failure in later years of schooling. Seeds of success--as well as seeds of apathy, failure, or discontent, which lead some students to drop out of high school--are, for the most part, sown early in the child's life. The elementary school teacher has an opportunity to come to know the child intimately. He plans for and with the child and his parents an educational program suited to the child's capacities; each pupil is free to progress at a rate commensurate with his abilities. The teacher provides the kind of classroom atmosphere which encourages learning and self-confidence. Ideally, his own personality encourages his pupils to use him as a model.

These are normal expectations for teachers, legitimate roles for them to play. A pupil personnel program will in no way displace the teacher; rather through providing supplementary services, it will enhance the teacher's role and make it possible for him to perform more effectively.

A pupil personnel program provides a spectrum of services designed to aid each pupil to understand his own capacities, develop the skill to analyze his abilities, make plans for his future, solve problems as they appear, and come to accept for himself a system of values that will enable him to be an effective, contributing member of society. Such a program makes use of several specialists with a common concern about the child in relation to his personal, social, and educational environment. They offer specialized services, given with understanding and dedication, to aid the school in its task of helping all children develop themselves fully -- academically, personally, and socially.

The functions that are performed in a program of pupil personnel services and the way in which these may be effectively organized are worthy of serious study. The study might well begin with an identification of the objectives to be sought in an elementary school pupil personnel program, the subject of the next chapter.

chapter II Objectives

The importance of developing first a clear, complete statement of the objectives of pupil personnel services in the elementary school should be stressed. This step is essential to the success of any program. A statement of objectives helps to define the scope of the services to be rendered and to identify the persons to be served. Without it there are no limits to the services or functions that may be ascribed to the program. Moreover, clearly stated objectives are the only true guidelines for evaluating outcomes--for determining the relative success or failure in reaching specific goals of the program. Getting the school district governing board's approval of the objectives and of their inclusion in the operating policies of the school district is a final step.

Underlying Principles

Certain principles underlie the program of pupil personnel services, forming the base from which the objectives are developed:

- Pupil personnel services should reach all children effectively.

  All children--not just those who have marked problems--need and are entitled to services. This is hardly a new idea, but it needs to be repeated. Emphasis also should be given to the word "effectively" in the above statement, for it implies adequate scope and depth of services and systematic evaluation of the results.

- Pupil personnel specialists respect individual differences and place a high value on the uniqueness of each pupil.

  In collaboration with others, they seek to aid each pupil to develop in those ways that will lead to maximum educational accomplishment and social-personal effectiveness.

- Pupil personnel services should aim primarily to prevent problems.

  The preventive or developmental role is emphasized, but at the same time the responsibility for working to alleviate or correct existing problems falling within the scope of the program is accepted.

- The objectives of pupil personnel services are in harmony with and contribute to the general objectives of education.

  However, the objectives should be unique to the pupil personnel endeavor and stated in terms that permit objective measurement (evaluation). The relationship of the two sets of objectives--those of education and those of pupil personnel services--is clarified in the following paragraphs.

General Objectives of Education

The general objectives of education may be stated in various ways, but most persons would agree that the following statements describe the concept of educational purpose reasonably well. The three following objectives are not mutually exclusive; each contributes uniquely to the whole purpose of education:

- The transmittal of knowledge and skills

  This objective encompasses the historic role of education as the prime transmitter of the cultural heritage.

- The acquisition of knowledge and skills

  This objective is closely related to the first but emphasizes the academic development of the individual, accomplished through the acquisition of knowledge, skills, and attitudes that will contribute to his productivity and to the enrichment of his personal life.

- The utilization of knowledge and skills

  This objective focuses on the preparation of the learner to apply effectively his skills to practical problems, problem-solving, or new learning situations. It is concerned with the personal-social maturation of the individual to the end that he will use his knowledge, talents, and abilities to become an active and responsible member of society.

Although all staff members--administrators, teachers, pupil personnel specialists--share in the responsibility involved in fulfilling these objectives, the degree of responsibility they carry for each of the three objectives varies according to their functions and assignments. The following delineation of the objectives of pupil personnel services reflects a major responsibility of the guidance specialist for the second and third objectives of education and a lesser responsibility for the first.

The Objectives of Pupil Personnel Services

A major purpose of the pupil personnel specialist is to assist all pupils to attain the greatest possible benefit from their educational experiences by facilitating their ability (1) to acquire knowledge; and (2) to make effective use of that knowledge. The following specific objectives are derived from that broad purpose:

- The optimization of learning

  This objective can be divided into four subobjectives:

  1. To assist each pupil to achieve at a level commensurate with his ability. The child's performance in school should reflect a reasonable degree of relationship between what he is able to do and what he actually does.

2. To assist each pupil, his teacher, and his parents to agree generally on the achievements and behavior to be expected of him. When differences in expectations exist between any two of these parties, problems may arise that are harmful to the child, impair his learning, or have other serious consequences.

3. To promote effective interpersonal behavior. This objective applies to personal interrelationships both between and within the significant educational groups. Personal relationships are significant not only between teachers and children but also between teachers and parents, parents and children, and one child and his peers. Breakdowns in any of these relationships can interfere with the child's learning.

4. To minimize learning problems. The pupil personnel specialist tries to prevent the occurrence of learning deficiencies through applying the specialized skills of his training.

- The utilization of learning

This second objective can be divided into six subobjectives, making a total of ten program objectives. Some overlapping, however, occurs between this group of subobjectives and the previous group.

5. To achieve an optimum level of education. One of the ways in which learning may be used is in acquiring further learning. Failure to do so is indicative of the inadequate functioning of the total educational system, including pupil personnel services.

6. To effect a smooth transition from one educational level to another. With appropriate assistance, pupils should move smoothly from one grade level to another and from one school level to another. If adequate preparation has been made through the use of pupil personnel services, transitions are not difficult for most pupils.

7. To create positive attitudes toward school. Pupils should have a generally positive regard for education. They should be motivated to do well and should perceive the school experience as valuable. The pupil personnel specialist has a particular responsibility in this regard.

8. To assist pupils in the development of positive but realistic self perceptions. Each pupil should develop a sense of identity and personal worth; and each pupil should have a realistic picture of who and what he is today, based upon an awareness of his strengths and weaknesses, his beliefs and motivations, his usual modes of behavior and the picture others may have of him.

9. To assist pupils in the development of appropriate levels of aspiration. The attainment of an appropriate aspiration level is frequently hampered by environmental factors. Some pupils aim significantly below the level they might possibly attain, while

others aim too high. Both situations are wasteful of human resources and result in ineffective behavior on the part of those involved. The pupil personnel specialist has a particular responsibility to assist children to develop appropriate goals for themselves.

10. To promote the effective use of learning in problem-solving. A pupil is not just a repository of information. He should be able to use his acquired knowledge and skills effectively in problem-solving. He should learn to solve problems of a personal, academic, or vocational nature. He should learn to take responsibility for the consequences of his own actions and develop an ever increasing degree of self-direction.

As used above, the term "learning" includes both the traditional knowledges and skills that are taught in school and certain personal qualities--acquired in school and elsewhere--that play so important a part in effective learning and in the utilization of learning. The pupil personnel specialist capitalizes on this significant relationship between learning and personality as he works with pupils.

Moreover, this dual definition of learning commits the pupil personnel specialist to a concern for the entire learning environment of the child. And, in turn, it causes him to spend a substantial portion of his time in working with and assisting the significant adults in a child's life--his parents and his teachers. Through them, the pupil personnel specialist can often be most helpful to the child.

chapter III Pupil Personnel Services

Pupil personnel specialists help school systems to meet the objectives set forth in the preceding chapter by providing a variety of services, some unassisted and others in collaboration with teachers, administrators, and other persons. Ideally, no single service is independent of the others; each service is related and contributes to the entire program or group of services.

Principal Pupil Personnel Services

The principal services to be found in a well-developed program are listed and briefly described in this section:

- Counseling and consultation with significant adults in the pupil's life, including parents, administrators, and teachers
    1. Providing opportunity for the consideration of normal stages of child growth and development, ways of getting along with families and peers, and the value system inherent in a democratic society
    2. Initiating discussions with parents of each pupil concerning his skills, strengths, weaknesses, and interests in academic, social, and personal areas in order to begin the process of defining social, educational, and vocational goals
    3. Discussing as early as possible potential problems that might interfere with the pupil's learning or social adjustment, and making plans for their resolution
    4. Sharing information about individual pupils and their families with school personnel and planning together an optimal learning program
    5. Conferring with parents and administrators about laws relating to children and arranging for intervention by legal authorities when necessary
    6. Providing opportunity for interested teachers and administrators to consider professional problems related to the pupil personnel area
    7. Assisting administrators in developing a philosophy and policies regarding appropriate methods of discipline
    8. Assisting administrators in the establishment of an effective system of keeping records of pupil personnel data

- Counseling with pupils
    1. Exploring with pupils, individually or in groups, the difficulties that lead to learning problems

    2. Assisting in the orientation of pupils who move from school to school or from one level to another, and the articulation of their programs, by such means as group discussions and planned visitations

    3. Interpreting pertinent educational and other information and encouraging each pupil to become involved in the process of defining social, educational, and vocational goals

    4. Planning interventions on behalf of pupils at times of crisis

    5. Preparing pupils for educational changes such as special class placement and referral

- Appraisal and assessment of the abilities, achievement, personal development, and interests of pupils
    1. Evaluating their progress periodically and systematically

    2. Coordinating the group testing program and assisting teachers and principals in using the results effectively

    3. Studying systematically--by the use of individual tests, planned observation, interviews with pupils and their parents, and rating devices--selected children who have learning or behavior difficulties and making recommendations for remedial action

    4. Identifying and recommending candidates for placement in special classes or for program adjustment in accordance with the requirements of the Education Code, including the following:

        Special classes for educationally handicapped, physically handicapped, mentally retarded, or gifted pupils

        Referral for speech therapy, speech reading, or remedial reading

        Retention or acceleration in grade

        A shortened day

        Transfer to another class or school

- Referral of pupils and the maintenance of a liaison relationship
    1. Determining eligibility for special education programs

    2. Establishing with other school services and community agencies criteria and procedures for referral and follow-up

3. Procuring protective and legal services when indicated
4. Facilitating reentrance into school of pupils returning from local or state institutions
5. Facilitating communication and exchange of information between the school and other community agencies
6. Bringing to the attention of responsible officials deficiencies in community services identified by school personnel
7. Participating in efforts of community organizations that serve children by accepting memberships on coordinating councils, agency boards, and similar groups

- Participation in curriculum development
    1. Providing guidance information
    2. Serving on curriculum committees and workshops
    3. Assisting in the preparation of curriculum guides
    4. Assisting in the evaluation of instructional outcomes in classes, schools, or districts
- Staff development through collaborative efforts and inservice training
    1. Providing guidance materials and information such as audio-visual materials and reading materials
    2. Assisting teachers to understand the following:
        - Characteristics of human growth
        - New developments in the behavioral sciences
        - Social and cultural factors which influence children's behavior
        - Factors which influence interpersonal relations
    3. Assisting teachers to develop guidance skills, such as the following:
        - Techniques of conferring with parents and children
        - Interpretation of the results of group and individual tests
        - Understanding the needs of individual children
        - Interpretation of cumulative record data
- Evaluation and research on the effectiveness of the pupil personnel services (see Chapter V.)

Inappropriate Pupil Personnel Assignments

Occasionally pupil personnel specialists receive assignments that are inappropriate. Some of these assignments tend to impair their relationships with pupils; others involve routine clerical work and thus are uneconomical; all of them take these professionals away from the duties they are best qualified to perform. The following duties are not properly part of pupil personnel service:

- Punitive disciplinary action, including suspension
- Attendance accounting
- Substitute teaching
- Classroom teaching, except of units involving group guidance techniques such as study methods, use of sociometric devices, and information about secondary school curriculums
- Supervision of curriculum or instruction
- Master-scheduling, recordkeeping, grade-posting, test-scoring, and other clerical work, except for the supervision of clerical employees assigned to pupil personnel services
- General administrative duties other than in pupil personnel areas
- The teaching of remedial reading, arithmetic, and so forth
- The selection and evaluation of teachers

Some Differences Between Elementary and High School Pupil Personnel Programs

A high school pupil personnel program cannot be superimposed successfully upon an elementary school and vice versa. Although programs at the two levels share the same goals and render the same types of services, the distinct differences between elementary and high school pupils require different approaches and emphases in providing the services.

Compared to his high school counterpart, the elementary school pupil has different developmental characteristics, which influence his behavior and his primary areas of attention and activity. He is much more dependent upon his parents and his teachers. He is much more influenced by the family culture than the peer culture. His ability to make decisions is more limited.

His situation also differs from that of the high school student. His opportunity to make choices is more limited; his studies are selected for him. His school day is organized differently; usually he has one teacher and one set of classmates.

The elementary school pupil personnel program responds to those differences in a variety of ways that distinguish it from the high school program.

As examples, the specialist at the elementary level:

- Brings his services to the child
- Puts greater emphasis on prevention and early detection of learning problems
- Tends to work more with the significant adults in a child's life (his teacher and his parents) and relatively less with the individual child
- Focuses more on present problems than plans for the future
- Stresses aiding the child to learn readily and to develop his ability to learn to live and work harmoniously with others

chapter IV Initiation or Expansion of Pupil Personnel Services Programs

Elementary school systems differ greatly according to the communities they serve. Wealth and size of the community, educational philosophy of the school district governing board, number and ability of staff members, and needs and abilities of pupils are a few of the differentiating factors. Because school systems differ, pupil personnel programs also differ in scope and quality, even though their general objectives are quite similar. Regardless, all such programs must strive to provide (1) a full range of services to all pupils; and (2) opportunity and assistance to every teacher to become an active participant in these endeavors.

Sequence of Program Development

Plans for initiating or expanding the pupil personnel program might well begin with consultations between pupil personnel specialists and teachers, administrators, supervisors, parents, and others concerned.

Development of Objectives

As indicated in Chapter II, one of the first steps to be taken is the development of a clear, comprehensive statement of objectives that has the general support of those consulted.

Survey of Existing Services

Once the objectives have been formulated, a survey of pupil personnel services now being provided in the district should be undertaken. These services should then be measured against the kinds and amounts of services that constitute a desirable standard, and the missing elements or deficiencies should be determined.

In order to evaluate existing services, personnel who are responsible for program development must acquaint themselves as fully as possible with all aspects of exemplary pupil personnel services. Books and pamphlets recommended for reading are listed in Appendix A, and other pertinent materials are reproduced in the subsequent appendixes of this publication. In addition, visits to school systems known to have well-developed programs may be helpful. Consultation services for program development are available from many sources, which are listed in the last section of this chapter.

Establishment of Priorities

At this point, decisions must be made to implement the survey findings and set priorities concerning the kinds and amounts of services that are to be made available, the number of personnel to be hired, the staffing pattern to be adopted, and the physical facilities to be provided.

School districts are required to provide child welfare and attendance services and also psychological services for the state-mandated programs for mentally retarded, educationally handicapped, and mentally gifted children. Thus, these two services must be provided first, either by the staff of the office of the school district or by the staff of the county superintendent.

The adoption of a master calendar showing the sequential steps that will be taken to accomplish the desired goal is recommended. By following such a master plan, districts initiating a pupil personnel program or expanding one whose services are minimal can start with a relatively modest effort and gradually expand to a fully developed program as fast as their resources permit. Otherwise, the program may suffer from haphazard or expedient decisions.

Direct Services for Small Districts

Unified school districts with enrollments of 1,501 or less, and elementary school districts with enrollments of 901 or less, are eligible to receive direct pupil personnel services from the office of the county superintendent of schools, which is required to provide services mandated by state law (see Education Code sections 8501 and 8651 in Appendix C). Additional services given to such districts depend upon the districts' needs and the work load of the staff of the county superintendent, who determines the amount of services in consultation with district personnel. Districts may increase the amount of direct services by contracting with the county superintendent for additional staff time.

School districts too large to be eligible for direct services but unable to supply services through their own staffs may likewise seek to secure them by contracting with the county superintendent either separately or in cooperation with other districts. Such contracts with school districts may enable the county superintendent to employ additional pupil personnel specialists.

By a similar arrangement, a group of small districts cooperatively may employ a pupil personnel specialist and ask the office of the county superintendent of schools to coordinate these services. In such a case, caution should be taken to avoid overloading this worker and spreading his services too thin. A feasible work load can be based upon a priority of services desired by the cooperating districts.

Funds from the National Defense Education Act, Title V-A, may be available to small districts for securing pupil personnel services, provided districts are able to meet the qualifying standards, including a prescribed counselor-pupil ratio. Information may be obtained from the Bureau of Pupil Personnel Services, California State Department of Education.

Staff Requirements of Larger Districts

The size of the school district and the amount of funds available determine initial staffing of a pupil personnel services program. Regardless of its size, every district should designate a program coordinator. Good professional leadership is essential to a successful program. A district should employ or appoint a person who is fully qualified by education and experience and credentialed in the pupil personnel services area, assigning to him the responsibility and the authority to provide leadership and coordination in the program. In small districts the coordination function may be a part-time assignment, but in most districts the demands of this position will call for full-time service.

This question arises: Should a school district hire a generalist or a specialist or use the team approach? A generalist is trained and experienced in several of the pupil personnel areas; a specialist, in only one. The team approach is based on the concept that specialists in this field perform both common and distinctive functions. Working as a team, they complement each other and render a higher quality of professional service than they could by working independently. A small district, even one committed to developing a team of specialists, initially may be unable to employ more than one pupil personnel person and thus should seek a generalist.

As district size increases, so should the pupil personnel staff. New staff members should be employed who are best qualified in training and experience to carry out the specific services that need to be added or increased to strengthen the program. Chapter III describes all services that are deemed essential in a fully developed program; and in the following section, the personnel who perform them are briefly described. Complete job descriptions of pupil personnel specialists are given in Appendix B.

The Guidance Team

Districts that wish to develop a program consisting of a team of pupil personnel specialists should consider similarities as well as differences in the functions of specialists. When similarities are thoroughly understood, it will be possible to add additional services based upon the specialized skills of various specialists.

Common functions of all pupil personnel specialists are shown by the following major activities in which they engage:

- Helping pupils to achieve better self-understanding and use of their abilities
- Assisting teachers and administrators in such activities as curriculum development, inservice training programs, and child study
- Developing and maintaining pertinent information about pupils

- Contributing to research in the pupil personnel field
- Working with parents and child-serving groups in the community
- Referring individual children to other community agencies for assistance

It has been emphasized throughout this publication that there are more similarities than differences among the various pupil personnel specialists. An attempt has been made to describe the services that should be offered to elementary school pupils rather than the specialists who offer them. However, in recognition of the fact that these specialists have distinctive functions based upon their major field, these specialists are briefly described here. More complete descriptions have been included in Appendix B.

School Psychometrist. Assesses intellectual and educational characteristics of children, including the administration of individual psychological tests.

School Psychologist. Studies and assists individual pupils, using extensive and intensive psychological techniques. Recommends appropriate educational and psychological remediation for exceptional children. Determines eligibility for, or recommends pupil placement in, special programs or classes.

Child Welfare and Attendance Supervisor. Interprets and aids in enforcing laws relating to children, initiating and participating in legal proceedings on behalf of truant, insubordinate, or neglected children and against parents who violate school attendance laws. Collaborates with other school personnel and community agencies toward the resolution of problems of school adjustment.

School Social Worker. Provides casework services for children whose apathetic, defiant, or destructive behavior, stemming from stressful conditions in their lives outside of school, prevents them from learning as normal children learn. Casework services involve the home, the school, and the community.

School Counselor. Provides services for all pupils through diagnostic and adjustive techniques. Provides consultant services to teachers and parents and maintains a liaison with community organizations. Services are primarily preventive rather than remedial in nature.

Staff Ratios

The determination of a desirable ratio of pupil personnel specialists to pupils is difficult because of the number and complexity of the factors involved. A ratio has meaning only when seen in relation to the total needs and services of a school system and as an index of the staffing pattern of a clearly defined operating unit of pupil personnel services.

In determining a desirable ratio, school administrators must seriously consider the following questions:

- Is the teacher-pupil ratio high, average, or low?
- Do pupils exhibit a high, average, or low degree of special needs and problems? For example: What is the transiency rate? How many pupils come from disadvantaged circumstances?
- Does the school provide an extensive program of special education?
- Is the pupil personnel program perceived as one that serves all pupils or only those with special needs or problems?

To leave the discussion at this point would not be very helpful. School personnel who are initiating or expanding pupil personnel programs, or considering doing so, need some guidelines to help them make decisions concerning staffing. If the ratios suggested in the following paragraphs cannot immediately be attained, they can serve as recommended goals toward which school districts can progress as time and circumstances permit.

So, when answers to questions such as the foregoing and other pertinent factors have been considered, it is recommended that child welfare and attendance, pupil counseling, psychological, and social work services be made available on a districtwide basis in the following ratios of pupil personnel specialist to pupils, depending upon the degree of need for, and the extent of, services to be provided:

Minimal	1: 1,200
Acceptable	1: 900
Preferable	1: 600

If a district assigns any members of the pupil personnel staff to specific schools, the school ratios can be adjusted within the district ratio to suit the needs of the particular schools.

Consultation Services

Help in program development can be obtained from consultants outside the school district. Consultants from special fields such as anthropology, mental health, psychiatry, psychology, jurisprudence, and others can often contribute to the initiation of new programs, the upgrading of job performance of staff, evaluation, and planning for changes in the program.

The value in using a consultant depends in part on prior staff agreement on his role and assignment as a consultant and in part on the readiness of the staff to accept, at least tentatively, his contributions and findings and to consider their implications for improvement.

Consultation service is usually obtained by means of a contract or agreement between a school district and an agency or a professional person, covering a description of the work to be done, the time schedule, and other details.

Possible sources of consultation services include the following:

- California State Departments of Education, Employment, Mental Hygiene, Public Health, Social Welfare, Rehabilitation, Youth Authority, and others
- Offices of county superintendents of schools and of other school districts
- Specialists in colleges and universities
- Short-Doyle Community Mental Health Services, which provide staff for mental health consultation by contract with local mental health facilities
- Local agencies that offer assistance in planning programs for children with special needs

chapter V Evaluation

Only through regular and systematic evaluation can the effectiveness of pupil personnel programs be demonstrated and desirable changes be made. Evaluation of any educational program requires two preliminary steps: (1) a statement of objectives must be formulated; and (2) a group of services keyed to those objectives and to a given educational situation must be developed. Without these two steps, evaluation is impossible.

The central question in evaluation is: "Is the program accomplishing the objectives?" Therefore, evaluation may well begin with a restatement of the objectives in question form, the method followed in this chapter. That objectives may need to be elaborated or made more specific to suit a given situation does not alter the essential relationship between the stated objectives and the questions on which the evaluation is based.

Evaluation also requires seeking and selecting the kinds of information that will measure adequately the accomplishments of the program.

Meaningful evaluation also calls for an experimental attitude on the part of the staff, a willingness not only to make desirable changes in the program but also to try various approaches to the rendering of pupil personnel services in the absence of proven methods. Without such an attitude, it is doubtful that evaluation will have any lasting values.

Evaluation Data

Three general kinds of data are useful in the evaluation of pupil personnel programs: enumerative, opinion, and outcome.

Enumerative Data

Enumerative data show amounts. Questions such as, "How many?" and "How long?" produce data of this kind. Essentially, enumerative data reflect the amounts of time spent by pupil personnel specialists. Such information helps to determine to what degree program objectives are being met. For example, if the data show that the specialists spend a great deal of their time with a few children who have serious problems, the evaluator could rightly question whether the objective of providing preventive or developmental services to all pupils is being accomplished. Enumerative data are objective.

Opinion Data

Opinion data reflect subjective attitudes. Opinion data are essential in making an evaluation, for they show how pupils, teachers, and other clientele feel about pupil personnel services. The extent to which clientele perceive the guidance specialist to be performing significant, valuable, and effective services is obviously important. Without their support and cooperation, the program will suffer.

Outcome Data

Outcome data may be either objective or subjective. Of the three kinds of data, outcome data show most directly the extent to which the objectives have been achieved. They help to answer key questions such as, "Do most pupils actually achieve in school subjects according to their ability levels?" "Are performance expectations for pupils held by teachers, parents, and pupils generally congruent?"

Outcome data may reflect immediate or long-range results. For example, they may reveal that most of the pupils display but a minimum of learning problems, but they may also reveal whether this condition prevails as the pupils progress through school.

Emphasis is placed on the fact that none of these three kinds of data alone provides sufficient evidence to judge a program. In some ways, it is true, outcome data are the most significant. However, if the outcome data are negative, information obtained from enumerative data or opinion data may help answer the question of why this is so. The collection of certain enumerative data--generally the easiest to gather--may reveal that until certain changes in the program are made, there is little point in collecting the more complex outcome data.

Guidelines for Evaluation

This section may well be the most significant one in the entire publication. It presents a valid, objective, and research-oriented method of program evaluation and offers a challenge and a unique opportunity to pupil personnel specialists to justify their programs. This method is as follows:

- Restate each objective of the program as a question.
- Under each question make three columns for (1) enumerative data; (2) opinion data; and (3) outcome data.
- In each column enter questions and examples to elicit data proving whether or not the objective is being achieved.
- Collect the data.
- Evaluate the data.

This method is illustrated on the following pages. Each of the ten objectives of pupil personnel services listed in Chapter II has a corresponding evaluation guideline. For example, the first objective is "to assist each pupil to achieve at a level commensurate with his ability." The guideline repeats the objective and then recasts it in question form: "What is the correlation between pupils' ability and achievement?" Under the question are three columns headed "enumerative data (simple counting)," "opinion data (subjective attitudes)," and "outcome data (behavioral change)." In each column, appropriate questions and examples are given to illustrate the kinds of information that can be obtained to help answer that particular guideline question. The remaining nine objectives are treated in the same manner.

It should be emphasized that the questions and examples listed in the following pages are merely aids or suggestions to the evaluator; he should add to or particularize the questions and examples to serve the needs of his own situation.

Objective No. 1: To assist each pupil to achieve at a level commensurate with his ability

Question: What is the correlation between pupils' ability and achievement?

Enumerative data (simple counting)	Opinion data (subjective attitudes)	Outcome data (behavioral change)
What is the relationship between achievement and ability test scores? Example: Compare pupils' percentile rankings on the California Achievement Test in reading to their scores on the California Test of Mental Maturity. Example: Compare pupils' percentile rankings on the Wide Range Achievement Test to their scores on the Binet.	What is the teacher's impression of pupil progress? Example: Do teacher reports indicate improvement in school subjects?	What are the results of pre- and post-testing? Example: Do pupils show improvement in post-tests of reading and other skills?

Objective No. 2: To assist each pupil, his teacher, and his parents to agree generally on the achievements and behavior to be expected of him

Question: What are teachers' and parents' goal expectations for pupils?

Enumerative data (simple counting)	Opinion data (subjective attitudes)	Outcome data (behavioral change)
	Academic	
What are teachers' and parents' assessments of pupils' academic goals? Example: What percent of teachers state that children's academic goals are realistic? Example: What percent of parents report their children's academic goals are realistic? Example: How do the above percents compare for the same children?	Do parents feel their children's academic goals are satisfactory? Example: What attitudes do parents express in parent conferences?	Are pupils achieving at a level which is sufficient to attain their stated academic goals? Example: Are semester grades adequate to obtain stated academic goals?
	Personal	
What is the relationship between teachers' and parents' assessments of pupils' personal goals?	Do parents feel their children's personal goals are adequate? Example: What attitudes do parents express in parent conferences?	Are appropriate peer relationships observed in the classroom and on the playground? Example: Do sociograms indicate improvement in social acceptance and behavior? Are volunteer pupil responses in the classroom increasing?

Objective No. 3: To promote effective interpersonal behavior

Question: Do pupils display more effective interpersonal behavior?

Enumerative data (simple counting)	Opinion data (subjective attitudes)	Outcome data (behavioral change)
	Interstaff	
Are teachers handling behavior problems more effectively? Example: Are fewer disciplinary referrals being made? Has consultation between pupil personnel specialists and staff increased? Example: To what extent has the number of contacts between pupil personnel specialists and staff increased?	Are appropriate disciplinary referrals being made? Example: Can teachers differentiate between preventive and punitive disciplinary referrals?	How have teachers demonstrated a more effective use of guidance procedures? Example: Do observations show that classes are child centered rather than subject matter centered?
	Home-School	
Has consultation between parents and pupil personnel specialists increased? Example: To what extent have parent contacts with each pupil personnel specialist increased?	Are teachers handling parent contacts more effectively? Example: Do teachers feel that pupil personnel specialists have assisted them in developing more effective parent-teacher conference techniques?	Does the pupil personnel program elicit approval? Example: Do parents commend school for educational and guidance services? Example: Do schools with a well-developed school personnel services program receive more positive comments from parents than schools with minimal service?

Enumerative data	Opinion data	Outcome data
	Pupil-Teacher	
Are fewer unsatisfactory notices given to children?	Do pupils feel that the teacher has improved the method of handling discipline?	Do pupil scores on tests in academic areas improve?
Example: Has the number of unsatisfactory notices decreased?	Example: Do questionnaires or conferences indicate that pupils feel they are appropriately disciplined?	Example: Do pupils in rooms with effective discipline score higher on achievement tests than matched children in rooms without effective discipline?
Are there fewer tardinesses and truancies?		
Example: Has the number of tardinesses and truancies decreased?		

Objective No. 4: To minimize learning problems

Question: Do pupils complete their vocational and educational preparation to a level commensurate with their abilities and appropriate aspirations?

Enumerative data (simple counting)	Opinion data (subjective attitudes)	Outcome data (behavioral change)
Do teachers who use pupil personnel services have fewer retentions and conditional promotions?	Do teachers feel that their pupils had adequate preparation the previous year?	Do remedial pupils show significant improvement?
Example: How many pupils are retained or promoted conditionally?	Example: Do cumulative record card entries concerning material covered agree with actual functioning level?	Example: Do post-test scores show significant improvement over pre-test scores?
Are there sufficient provisions for remedial instruction?		Do pupils indicate readiness for each grade level?
Example: How many of the pupils reading two or more years below expectancy are receiving remedial instruction?		Example: Do readiness tests and teacher judgment agree with actual grade placement?

Objective No. 5: To achieve an optimum level of education

Question: Do follow-up studies indicate that pupils achieve educational and vocational goals on a level commensurate with their abilities and appropriate aspirations?

Enumerative data (simple counting)	Opinion data (subjective attitudes)	Outcome data (behavioral change)
Do pupils complete high school and go on to junior colleges, trade schools, and four-year colleges? Example: How many pupils completed high school this year as compared with last year?	Do pupils feel that the elementary school provided them with sufficient academic background to achieve in high school? Example: What do follow-up questionnaires of first-year high school students indicate as strengths and weaknesses in the elementary program?	Do pupils who have participated in counseling sessions achieve significantly better than those who do not? Example: Do achievement test scores of pupils participating in counseling sessions show significant increases as compared to matched groups of pupils who did not participate in counseling sessions?

Objective No. 6: To effect a smooth transition from one educational level to another

Question: Do studies indicate that pupils are making smooth transitions from one educational level to another?

Enumerative data (simple counting)	Opinion data (subjective attitudes)	Outcome data (behavioral change)
Has an effort been made by staffs of the elementary and high schools to facilitate a smooth transition from one grade level to the next?	Is there effective communication among pupil personnel specialists of one educational level and the next?	To what degree do pupils have useful information about the educational level they are entering?

Enumerative data	Opinion data	Outcome data
		Example: Do studies indicate that the current student council functions better than the preceding council did?

Objective No. 8: To assist pupils in the development of positive but realistic self perceptions

Question: Do pupils develop positive and realistic self concepts?

Enumerative data (simple counting)	Opinion data (subjective attitudes)	Outcome data (behavioral change)
Do pupils have a realistic picture of their intellectual potential?	Do pupils, teachers, and parents feel that pupils have positive and realistic self concepts?	Have pupils' self concepts become more positive?
Example: Are test scores discussed with all pupils? If they are not, with how many?	Example: Does teacher opinion regarding a pupil's feelings about himself agree with the pupil's? The parents'? Other teachers'?	Example: Do self concept scales indicate more positive self concepts after guidance?
Are pupils able to correctly identify themselves as followers, leaders, isolates, and so forth?	Do teachers correctly identify isolates and leaders?	Do pupils show positive and realistic behavior changes after guidance?
Example: Do sociograms support a pupil's picture of himself as a leader? A follower, and so forth?	Example: Do sociometric data agree with teachers' opinions regarding identification of isolates and leaders?	Example: Do post-test results using evaluative techniques such as 20 questions or Q-sort indicate positive and realistic changes when compared with pre-test data?

Objective No. 9: To assist pupils in the development of appropriate levels of aspiration

Question: Do pupils develop appropriate levels of aspiration?

Enumerative data (simple counting)	Opinion data (subjective attitudes)	Outcome data (behavioral change)
Are the stated aspirations of pupils appropriate? Example: Have the aspiration levels of pupils been recorded on cumulative records? In terms of intellectual potential or socioeconomic factors, are the levels of aspiration appropriate? In how many cases?	Do pupil personnel specialists and teachers view pupils' aspirations as appropriate? Example: Do pupil personnel specialists and teachers view pupil aspirations as appropriate? Do the judgments of pupil personnel specialists and teachers agree?	Do follow-up studies show that pupils persist in their stated levels of aspirations? Example: Do courses selected in the high school relate to the stated aspirations? Example: Are stated aspirational levels more appropriate after counseling than before?

Objective No. 10: To promote the effective use of learning in problem-solving

Question: Do children appropriately utilize learning in problem-solving?

Enumerative data (simple counting)	Opinion data (subjective attitudes)	Outcome data (behavioral change)
Has guidance assisted pupils in overcoming personal problems?	Do pupils, teachers, and parents feel that guidance has been effective in teaching problem-solving techniques?	Has growth been apparent in the problem-solving abilities of pupils?

Enumerative data	Opinion data	Outcome data
Example: Do shy pupils now raise their hand more frequently to contribute in class? Example: Are formerly egocentric children more concerned with group involvement and sharing?	Example: Do pupils feel that they are less apprehensive in speaking in front of a group; more adept at working on a committee, more facile in playing games, more understanding in dealing with siblings and peers?	Example: Do committees of children accomplish group tasks more efficiently after guidance than before?

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appendix B Pupil Personnel Specialists Defined by Professional Associations

The following descriptions of pupil personnel specialists and their functions have been issued in official statements of the professional associations indicated.

The Child Welfare and Attendance Supervisor

(Statement by Mrs. Georgina M. Allen, President, California Association of Supervisors of Child Welfare and Attendance, May 16, 1966)

The child welfare and attendance supervisor receives training in the understanding of social and psychological forces as they affect human behavior. Through the use of casework and planned involvement, including consultation, collaboration and coordination, of parents, other school personnel and family service, health and law enforcement community agencies, the supervisor works toward the resolution of problems of school adjustment. He represents the school in the community by exploring, establishing, coordinating, and maintaining effective communications and relationships between the school, home, and the community. He serves as consultant to school personnel in the interpretation of laws relating to children and youth. He provides legal services: (1) on behalf of pupils, by initiating petitions for legal action because of habitual truancy or insubordination; (2) for pupils who have no parent or guardian exercising parental control; (3) against parents who violate the compulsory attendance laws. He is responsible for the school placement of minors returning to the community from the camps and institutions of county probation departments and the California Youth Authority.

Role and Function of the School Social Worker

(Statement by Mrs. Lorraine G. Corden, President, California Association of School Social Workers, March 5, 1967)

The school social worker focuses on services to pupils whose behavior, including poor attendance, hinders their own learning and that of other pupils. These services are designed to find out what is causing the pupil's difficulty and to bring about appropriate changes in the pupil, in his environment, or in both.

Diagnosis of the pupil's problem involves study of his learning, his responses to people at school and outside of school, his goals, needs and abilities. Study of the pupil's particular school situation in collaboration with other school personnel is made to determine whether changes in school handling or additional services there may improve his learning and behavior.

Study of the pupil's home and community is made to find factors which may be affecting him and which may be changed to improve his behavior and learning.

These studies result in several further actions by the school social worker, including casework or groupwork with the pupil and/or his parents, continued collaboration with other school personnel, referral of the pupil's family to community services of various kinds and maintaining liaison with these services. In maintaining contact with the family, social agencies working with the family, and with the school, the school social worker assists in coordination of services in behalf of the child and in providing continuity of service from year to year. Because of the school social worker's experience in working with families who have social and economic problems, and his familiarity with community resources, he provides a natural bridge between school staff and the families of pupils who are designated for special help under various federally or state aided programs.

Functions and Purposes of the School Psychometrist

(Statement by California Association of School Psychologists and Psychometrists)

- Assesses intellectual and educational characteristics of children, including the administration of individual psychological tests, and assists in the planning, evaluating and interpreting of group testing programs.

  To describe learning aptitudes more accurately and to evaluate the achievement of skills and knowledge

- Gathers basic information necessary for the understanding of the pupil.

  To interpret his present learning status in terms of his educational history and his motivation patterns

- Makes verbal and written reports that organize information about a pupil.

  To assist school staff in formulating and specifying appropriate plans for educational and behavioral management

Functions and Purposes of the School Psychologist

(Statement by California Association of School Psychologists and Psychometrists)

In addition to those services which a school psychometrist performs, the school psychologist may provide the following:

- Studies and assists the individual pupil, using extensive and intensive psychological techniques.

  To assess his psychological functioning in order to assist him with critical learning or behavioral problems

- Recommends appropriate educational and psychological remediation for exceptional children.

  To accommodate their unique learning and psychological needs

- Determines eligibility for or recommends pupil placement in special programs or classes.

  To evaluate educational strengths and weaknesses of a student and recommend means of dealing with them in the particular school setting

- Participates in planning, executing and assessing programs of education and re-education for pupils.

  To aid in developing the best possible learning programs for all children and to evaluate the product of the educational effort

- Provides appropriate inservice training and consultive services.

  To assist school staff members to better understand behavior and learning patterns of children and to apply these understandings in promoting an improved climate for learning

- Plans and executes research projects for the improvement of the educational program.

  To obtain a foundation of accurately interpreted facts upon which future programs can be built

- Serves in a liaison relationship between the school, the community, and community agencies in the understanding and treatment of learning and behavior problems.

  To interpret the school to the community and to utilize fully all community resources in helping youth lead full and wholesome lives

The Elementary School Counselor

(Preliminary Statement by Joint ACES-ASCA Committee on the Elementary School Counselor, March 24, 1965)

We believe that guidance for all children is an essential component of the total educational experience in the elementary school. We recognize the teacher's many responsibilities in the guidance process, but we recognize also the significant complementary role of personnel in addition to the teacher. We believe such additional personnel are essential if the elementary school is to provide the maximum opportunity for learning, enabling each child to learn effectively in terms of his own particular abilities and his own developmental process.

We envision a counselor as a member of the staff of each elementary school. The counselor will have three major responsibilities: Counseling, consultation, and coordination. He will counsel and consult with individual pupils and groups of pupils, with individual teachers and groups of teachers, and with individual parents and groups of parents. He will coordinate the resources of the school and community in meeting the needs of the individual pupil. The counselor will work as a member of the local school staff and as a member of the team providing pupil personnel services.

We believe that guidance for all children is an essential component of the total educational experience in the elementary school.

By "guidance" we mean a continuing process concerned with determining and providing for the developmental needs of all pupils. This process is carried out through a systematically planned program of guidance functions. These guidance functions are a vital part of the elementary school's organized effort to provide meaningful educational experiences appropriate to each child's need and level of development.

We envision a counselor as a member of the staff of each elementary school.

By "counselor" we mean a professional person, educationally oriented, highly knowledgeable in the area of child growth and development, with a broadly based, multidisciplinary background in the behavioral sciences and a high degree of competence in human relations.

By "educationally oriented" we mean having a knowledge of the elementary school program, including curriculum, the learning process and school organization. We recognize the value of teaching experience in the elementary school but feel that knowledge of the school program and processes can also be gained through a planned program of experiences in the school as a part of the counselor's preparation.

By "broadly based, multidisciplinary background" we mean a program of preparation carefully planned to include the contributions of several disciplines--anthropology, economics, education, philosophy, psychology, and sociology. The graduate program will, of course, be determined by the undergraduate program, but we would like see the graduate program be multidisciplinary in approach from the very beginning. There will be a need for cooperative effort by all university and college departments concerned to provide appropriate programs designed specifically for elementary school counselors. We are not thinking of combining the traditional programs of preparation for secondary school counselors, social workers, or clinical psychologists to make a multidisciplinary program.

We recognize the value of different types of experiences in the counselor's background, especially in the development of skill in human relations, and would encourage experiences in addition to those directly related to education.

We realize that this long-range goal of a counselor in each elementary school will not be immediately possible for many individual schools. The size of the school, community resources, and the nature of pupil needs will determine the number of professional personnel and the organizational pattern required to provide a continuous, systematic approach in meeting the developmental needs of all pupils.

We also recognize that there will be varying levels of responsibility in such a program and that contributions to the total guidance process may be made by persons less highly prepared professionally than the counselor we have described. We definitely need to explore the specific functions which may be performed by such personnel.

We would emphasize, however, our belief in the importance of first having a counselor such as we have described as a member of the individual school staff.

The counselor will have three major responsibilities: counseling, consultation, and coordination.

The counselor will perform a counseling function with pupils as well as with parents and teachers.

The counselor will perform a consultative function with parents and with other school and community personnel. One significant area of consultation in the school will be participating in the development of curriculum and making decisions about the use of curriculum. The counselor's point of emphasis will be to include experiences which will be meaningful to the child and will help him to develop a realistic self concept. The more closely an individual can be identified with a particular school the more effective he can become in this phase of the consultant role.

The counselor will perform a coordinating function in integrating the resources of the school and community--ideas, things, and people--to meet the developmental needs of the individual. Many persons through many different programs are working in separate ways to affect the child's concept of himself. The counselor in the school integrates these many individual efforts into a meaningful pattern. As elementary schools change their organization and teaching procedures, this integrated support for the individual pupil will become increasingly important.

The counselor must also see himself and the school as an integral part of a total community effort. There will be a need for clearly perceived relationships and definition of functions in working with community personnel. The strength of community resources should be recognized, and the efforts of the community should be closely related to those of the school. We see the counselor with other personnel in the school and community as colleagues willing to explore together new ways of achieving mutual goals.

Guidance Services in the Elementary School

(Joint Statement by The Guidance and Pupil Personnel and Elementary School Sections, U.S. Office of Education)

Guidance services share with other services in the elementary school the function of achieving the best possible growth for children. Guidance services have unique duties to perform and are carried out through many different people. Some of these persons may be on the school staff, while others, in a more auxiliary relationship, may be called upon when they are needed. The greatest responsibility of the school for guidance services to children is vested in the classroom teacher, principal, and general supervisor, all of whom have close and somewhat continuous relationship with all of the children in the school.

The Guidance Specialist

Guidance specialists may be required to contribute services to children which the teachers, principal, and supervisor cannot give. ... The numbers of people available to contribute such assistance, the extent of their services, the conditions under which they work and the specific titles they bear may vary greatly from school to school. All [guidance specialists] perform their work with and through the principals, teachers, and general supervisors who have major responsibility for the school.

Many personal services ... now designated under the general heading of guidance services have been provided to school children. These [services] include those of such persons as the attendance officer, psychologist, psychiatrist, and school social workers. In addition trained guidance workers not specifically attached to any one of these specialties, and with a more general objective, are proving themselves helpful to the elementary schools, and are being added to the staffs of large schools or city or county school offices. Such [workers] can become ... valuable [members] of the staff team, contributing [their] special skills to staff decisions and operations.

The term "guidance specialists" here refers to those persons whose main duty is to help teachers understand, interpret, and use the resources of guidance services in the teaching of every child and in furthering his growth and development. These persons may have various titles and work only part time at this particular function. Such specialists as the physician, the psychiatrist, or the social worker are indispensable in the general pattern of guidance services, but enter the picture chiefly as sources of referral. They often deal with single and perhaps atypical individuals who have problems which require such special aid. ... The emphasis in the expression "guidance specialists," as used in this paper, is on their function of focusing the full force of guidance work on the day-by-day problems of children.

The usefulness of a guidance specialist in the elementary school depends, first of all, on the kind of person involved. He should have had successful experience in elementary teaching. He should have competencies not merely in the tools and techniques of guidance services, but as well in the understanding of child growth and learning with emphasis on such factors as mental hygiene, family relationships, and the use of resources in the community which must be made available to the child presenting the special problem.

The usefulness of the guidance specialist depends, secondly, on achieving good relationships with the teachers and principal. One facet of their relationship is that of giving specific aid: what kind of appraisal to use, how to interpret a complex pattern of characteristics and behavior, how to establish rapport with a child who is difficult. Another task may be that of providing, with the aid of the principal, a higher general level of competencies among all the teachers of the staff with relation to guidance services and their use. The existence of degrees of understanding among teachers of elementary schools is an acknowledged fact. The specialist can cooperate in planning for inservice preparation in these repects. The guidance specialist can, again, function as liaison with homes and with the resources of a community available to special needs. Liaison between the elementary and secondary school is a further important matter in which the guidance specialist figures, although the entire staffs of both schools should work together to this end.

A third major consideration governing the work of the guidance specialist in the elementary school is that organized services should be based on the needs of elementary education and related directly to the school or schools which they serve. This organization should be developed after study by the whole staff with the objectives of making all teachers familiar with the purposes and services involved, making the resources meaningful to them as aids in their classroom work, and establishing the essentiality of guidance services to the purposes of the school. Cooperative procedures such as these should insure that the elementary school would secure guidance services adapted to its own needs.

A large school may have its own guidance specialist, or, in fact, numbers of them, often with a variety of backgrounds. In most elementary situations the guidance specialist must serve a number of schools. The major duties of the specialists remain the same, but their approach to the problem involves relationships with a number of principals and school units. The various guidance specialists in these circumstances not only should observe administrative channels, but also should make the same allowances for the different needs of each school as it is expected they would make for the differences of individual pupils.

The guidance specialist has many personal functions: He may strengthen the work of classroom teachers or other staff members through inservice education; use his own skills or those of others to provide certain needed services for all children, as well as for children with special problems; contribute the resources of the guidance field in the improvement of the curriculum for some or all children; apply to school problems such tools as testing, test interpretation, or a survey in some area; employ the cumulative knowledge of children and their environment in the coordination of the work of the entire school from kindergarten through high school or junior college; work with parents, other community adults, organizations, clinics, and institutions. In schools which allow children to drop out of school before they reach the high school, he may deal with vocational problems such as selecting a vocation or the training for one.

A guidance specialist has specific services to offer the staff:

1. Techniques through which some of the social, emotional, and physical characteristics of children may be discovered, recorded, interpreted, and used to help discover needs. Among these are:

    Careful observation of social and emotional behavior
    Conferences with children, and with parents, teachers, physicians, and others about individual children who need such attention
    Devices for studying the behavior of children in groups, such as sociometry, anecdotal or running records
    Unfinished stories
    Role-playing and dramatization
    Personality tests

2. Techniques through which scholastic achievement, native abilities, aptitudes, and other individual traits may be ascertained for individuals or groups:

    Individual intelligence tests
    Group tests for:
        Readiness and intelligence
        Aptitudes
        Achievement

3. Techniques of securing resources and coordinating activities, of identifying needed help and making it available, to the end of promoting the growth of children:

    Working with teachers and parents to increase understanding and to foster the development, of children
    Wording with the school staff, and especially the teacher, to help adapt the curriculum to the child's needs

4. Techniques through which opportunities for continuity in learning are provided:

    Discovering the individual differences and needs within a group
    Helping teachers to a better understanding of differences
    Helping teachers (and parents) to let children proceed at their own rate
    Helping the staff to utilize every aspect of school effort so that each child may grow steadily
    Maintaining the data of cumulative records for every child and sending these records on for use in the next school

The Classroom Teacher

The classroom teacher is the central figure in making useful to the children the resources of guidance services. It is her business to interpret children's characteristics in terms of their needs. It is her task to meet these needs by what she teaches and how she teaches it, a principle long accepted in elementary education. Many elementary teachers have become familiar both with the guidance principles concerned and with many of the techniques involved.

In . . . her role in guidance services, her preparation for teaching, her opportunities for observation, her care for the personal problems of each child, and the skills and knowledge which go with these factors, add to her competencies. The limits of her service, however, like those for any other person, do exist. They lie in such things as the relatively large number of children she must handle at one time, the limitations [sic] she is subject to during school hours, and in the lack of training in the more technical aspects of guidance services. Although no other person should, in the first instance, come between her, her pupil, and the solution of the pupil's problems, there comes a time when every teacher needs and wants further resources in these aspects of her work.

The elementary teacher may use a selective approach toward some guidance techniques, especially those designed for secondary schools. If, for instance, the policy of promotion avoids over-agencies and retardation in the elementary school, the specific question of occupational choice is irrelevant there. "Counseling," in a certain sense of the word, must also be reinterpreted. [The teacher] is, however, often faced with emotional maladjustment, and the dire need of detection and prompt remedial action. She is concerned with the social and emotional needs of children breaking away for the first time from the close supervision of home. She would like to know more exactly, as a confirmation of her own observation, the readiness of a particular pupil for the work he must do, his mental capacity, and often the causes for many discrepancies in the evidence. These are inquiries which may call for resources beyond her own. Teachers would welcome the advantages to all in the school when good staff planning in the use of guidance services is part of the school philosophy and practice. The teacher would probably also like to feel that her consistent care for the growth and development of the individual persisted in the secondary schools. In these schools guidance services should be conducted both with the knowledge of what the elementary school does, and with . . . continuity in studying and caring for any particular child.

Relationship of Guidance Services to Teacher and School

To supplement the classroom teacher's efforts, therefore, specific resources must be obtained. Not only should these be made available by competent specialists, but the school itself must also incorporate both the use of these resources and the services of specialists into its purposes and program. The mere acceptance of the principles of guidance and the expectation of the general adherence of all teachers to these principles is no longer a sufficient recognition by the elementary school of the place of guidance services in its program. The true purpose, therefore, of guidance services in elementary schools is to bring to focus on each child the efforts and resources of school and community to the end that every child may realize his best potentialities. Guidance services are essential aids to the teaching, learning, and developing processes in which the parent, the teacher, the principal, and others concerned with the school's children all take part, but in which the elementary teacher remains the key person.

Guidance services have two uses of a more general nature: The first concerns research, which must always begin with finding the facts. Guidance services supply facts not otherwise easily obtained. These begin with a description of the individual characteristics and needs, but end with data from which generalizations, even concerning large groups, may be obtained. Working with such data, researchers can provide facts for the solution of problems like those of the general readiness for reading of the pupils who enter the school, the proportion of pupils who will demand in rather constant numbers certain special services, or the range of reading achievement as compared with reading abilities.

The second general use of guidance services concerns the cumulative result of recording the characteristics of the pupils and their environment. This process produces a mass of information which can contribute directly to the ongoing changes in the elementary school. These resources not only yield immediate aids for the teacher . . . , [but] they also furnish materials which the school as a whole can use in shaping the content and method of its curriculum, its organization and administration, and its role in the community. In many respects these two uses of guidance services may have an even more profound influence on the accomplishments of the school as a whole than specific aid to the teacher in dealing with her individual pupils may yield. Conceivably, as a result of these influences, a school might improve its relations with parents, find ways of dealing with children with identified needs which cannot be met in the classroom, alter its grade organization, change its approach of mental or physical health education, or in numbers of other ways prove its ability to meet better the needs of its own children in their own environment.

There is a question whether guidance services in the elementary school may depend almost wholly on the relationships of the teacher with her pupils or whether they need to be organized to a degree. Relevant to this question is the fact that most elementary teachers have their children for six hours a day, five days a week, and usually at least for a school year. These circumstances put her so closely in touch with each of her pupils as to give her numerous advantages over teachers who have children for a shorter period.

There are, however, several factors in the elementary school which suggest some organization of guidance services. First, teachers need help in various degrees in securing and using guidance services effectively. They need to know the problems of children, what kind of help is available, what kind of specialist is able to help on a particular problem, and how the assistance of a specialist can be obtained. This help implies the availability of competent specialists, who understand the teacher's problems and can aid her on her own terms. Second, teachers need an accumulation of information about their pupils. Frequently what one teacher learns about a pupil's characteristics may not be passed on to the next teacher. Essential facts should be part of an accurate and cumulative record to which each teacher not only contributes but through which she may also get the total picture of any pupil to that time. Third, teachers are constantly confronted with questions beyond their capacity to answer. They need a ready recourse in such cases, sometimes to get more enlightenment about a pupil for their own use, sometimes to refer the pupil for clinical or beyond-school help.

Fourth, the need for continuity between elementary and secondary schools concerns pupil, teacher, and administrator. The success of guidance services on the secondary level depends more and more not merely on the information received about individual pupils from the elementary school but also on a knowledge of the methods and attitudes of the elementary schools in dealing with its pupils. These facts are now often unknown to the high school. The liaison between the elementary school and the high school should be a matter of careful attention. The classroom teacher obviously cannot carry this responsibility, and the elementary school principal or, for that matter, the secondary school staff, who have other major duties, may not be able to give the time required. The continuity depends on cooperation between the staffs of the two schools and may be facilitated by administration and guidance specialists.

In addition to these factors are, of course, the contacts with homes which should be made as much as possible by each teacher, but which in the more complex cases become the duties of such persons as the visiting teacher or the school social workers. Assistance of this sort is supplied by comprehensive guidance services provided to the school, often through many agencies.

There are a number of persons in a school system besides teachers and guidance specialists who have important roles to play in the guidance services in elementary schools. Regardless of their official titles and positions, their effectiveness to perform guidance functions depends entirely upon their competencies in this area and on how the staff operates.

The Principal

The principal is both an administrator and an educational leader. As the administrator of the school, he coordinates the activities in the school, and the services of such a person as a guidance specialist would come within his range of responsibilities. Referrals to special consultants, decisions as to the making, keeping, and use of records, and the facilitating of attention to individual pupils are cases in point. Any specialist coming from outside the school would, of course, see the principal and arrange his work with [the principal's] cooperation.

The leadership of the principal in a particular field depends on his competency in that area. A principal should have ... comprehensive experience and training, and the ability to work with teachers and to help them stimulate their professional growth. With respect of guidance services, the same principle applies. The principal should secure an understanding of the principles and practices involved, and promote the usefulness of services which presumably would not have been begun at all without his knowledge and encouragement. When, however, professional questions beyond his competency appear, the principal, like any other person, will seek help from others especially qualified.

One interesting possibility is that of having the principal himself, under certain conditions, assume the major responsibilities of the guidance specialist, as distinguished from [the principal's] more generalized responsibilities in this area. Such a suggestion would require two conditions: First, that [the principal] should be relieved of many of the routine administrative details which now take up so much of [his] time. This relief might be supplied by a person of a clerical capacity rather than by one with the rank of assistant or vice-principal, an outcome which could result in real economy. The second condition is that the principal prepare himself in the competencies which he would require, since he would have numbers of technical and professional problems to solve. If these suggestions are valid, they might involve a new look at the functions of the principal as well as at his inservice and preservice preparation. It is possible that the relationships with his staff, his children, and his community which the suggested functions entail would make the principal a more useful and effective leader and more closely tied to the problems of pupils, parents, and community.

The General Supervisor and Consultant

The role of the general supervisor or consultant is usually considered to be that of improving curriculum and teaching practices. Many supervisors have come into their positions by virtue of preparation for and experience in teaching, but without obtaining competencies in all special areas. [A supervisor who does not have guidance competencies] may decide to obtain them, or to leave the professional aspects of guidance services to more specialized staff. The latter choice has many possibilities. The supervisor can facilitate the work of the guidance worker in a dozen ways: by support, by making easier the access to principals and teachers, by furnishing a channel to school administrative headquarters, and by such specific methods as holding conferences and staff meetings which would bring together teachers, principals, supervisors, and also guidance specialists.

Since guidance services are, however, basic and have a part to play in every school, essential background in these services should be a part of every supervisor's preparation.

Summary

Guidance services have a unique and essential function in elementary schools. They are carried on in a wide variety of ways and by persons with various titles, but reach the child mostly through the teacher, principal, and general supervisor. [The object of guidance services] is to aid the teacher and the school to serve each child better through a greater knowledge of his characteristics, his behavior, and his environment, so as to help identify his needs and the ways of meeting them.

The guidance specialist gains his usefulness first because of his qualifications and training, and secondly through his thorough integration as a member of the school team, working with teachers, principal, and parent[s], and reaching into many professional resources which serve children.

The guidance specialist brings many specific techniques to the help of the teacher in solving the problems of children as individuals and in groups. These include tests and measurements, cumulative records, and rapport in handling difficult cases. The guidance specialist expands the possibilities of liaison with home, other schools, and professional persons for the school staff in the field of his competencies. In all this he acts in a staff rather than in a line capacity, and as a member of the school team.

The teacher remains the key person in making the resources of guidance services available to her children. She uses these services in her daily work to give her more facts and understanding about children's needs. She makes a selective use of techniques as they are needed. She calls on the guidance specialist for aid in questions beyond her own training and in making available for any child clinical and other special help.

Guidance services have an identifiable form and content which have a role to play in achieving the purposes of the school helping the child attain his potentialities. Aside from their daily use by the teacher, they supply more general resources to the school. Examples of these are: supplying data for studying enrollment characteristics and furnishing facts for administrative changes to enable the school to meet needs better.

Guidance services will work better if they have some recognizable organization staff to carry them out and know functions to perform. Teachers and the school as a whole need the specific help ... . Examples: leadership and coordination in guidance matters; ready availability of a specialist to help solve problems; cumulative information about any pupil at any time; better continuity, affecting each pupil, between elementary and secondary schools; services ... involving [the individual pupil's] home, and the resources of specialists of many kinds.

The principal has both an administrative and leadership function in guidance services. He facilitates the work of all concerned. He uses his personal leadership and skills in making services more useful, and freely employs the skills of specialists to supplement his own. He may, if he has acquired sufficient professional training and can find the time, even serve as the guidance specialist in his own building.

The general supervisor of elementary schools can be of potent help both in giving guidance services where he is competent and in lending the great influence of his office and his ability at coordination to the growth and use of these services.

Guidance services in elementary schools have been taking form and adding to their usefulness for a long time. They have enlisted many persons of various training and function in their work, always depending [upon] the teacher as their principal approach to the child and teamwork as a method. The growth of new techniques, and of wider fields of usefulness, indicates a new need for better organization, specifically trained personnel, and a more clearly outlined function for guidance services in the elementary school.

appendix C Selected Sections from the California Education Code

Evidence of General Intellectual Ability

6422. "For the purposes of this article, the general intellectual ability of a minor shall be evidenced by one or more of the following factors:

"(a) Achievement in school work.
"(b) Scores on tests measuring intellectual ability and aptitude.
"(c) The judgments of teachers and school administrators and supervisors who are familiar with the demonstrated ability of the minor."

Parents' Consent; Admission on Individual Evaluation

6755. "(a) No minor shall be required to participate in a program for educationally handicapped minors unless the parent or guardian of the minor files prior written consent to such participation with the governing board of the school district.

"(b) Admission of the educationally handicapped minors to programs established under the provisions of this chapter shall be made only on the basis of an individual evaluation according to standards established by the State Board of Education and upon the recommendation of an admissions committee which shall include a teacher, a school nurse or social worker, a school psychologist or other pupil personnel worker, a principal or supervisor and a licensed physician."

Testing or Screening of Pupils

6758. "The testing or screening of all pupils in a particular grade, school or district, shall not be a condition of eligibility for apportionment under the provisions of Sections 18221 and 18222. In the event the governing board of a school district elects to do such testing or screening, only such tests or screening procedures as are approved by the State Board of Education for this purpose shall be used. School districts intending to do such testing or screening shall give written notice to the parents or guardians of the pupils concerned at least 15 days prior to such testing or screening and shall provide copies of any written instruments to be used for such testing or screening in the office of the principal of the school the pupils attend for examination by such parents or guardians. No minor shall be required to participate in such screening or testing unless the parent or guardian files prior written consent to such participation with the governing board of such school district."

8

Minors Hospitalized for Mental Disturbances

6802.5. "Minors hospitalized because of mental disturbances shall be considered as being physically handicapped. All references in law to Section 6802 shall be deemed to refer to this section in addition to Section 6802."

Individual Examination of Child by Psychologist

6908. "Before any child is placed in a school or class for mentally retarded children, he shall be given a careful individual examination by a competent psychologist holding a credential for that purpose issued by the State Board of Education, or by a person serving under the supervision of such a psychologist and holding a credential for that purpose issued by the State Board of Education, and a consultation with his parents or guardian held. A psychiatrist may be consulted in any specific case when the governing board of the district deems it necessary."

Objection to Examination by Parent or Guardian

6909. "No examination as specified in Sections 6901 to 6913, inclusive, shall be given if the parent or guardian objects on the ground that such examination is contrary to the religious beliefs of such parent or guardian."

Individual Social and Vocational Counseling

6912.5. "Individual counseling and guidance in social and vocational matters shall be provided as part of the instructional program for mentally retarded pupils. Upon approval by the State Department of Education the governing board of any school district may separately, or in co-operation with the governing board or boards of one or more other school districts, or in co-operation with the Bureau of Vocational Rehabilitation of the State Department of Education, employ a special co-ordinator, who shall make a study of employment and occupational opportunities and shall assist in the co-ordination of the education of the mentally retarded minors with the commercial and industrial pursuits of the community, so as to prepare the minors for employment."

Legislative Declaration; Uses

8501. "The Legislature hereby declares that it is in the interest of the state and of the people for the office of the county superintendent of schools, through the county school service fund, to provide coordination of the educational program among districts under his jurisdiction and to provide professional and financial assistance to school districts which otherwise, because of size or location, would not be able to furnish a satisfactory program of education for their children. Such assistance is a matter of general concern inasmuch as the education of the children of the state is an obligation and function of the state.

"In adopting this act, the Legislature considers that the co-ordination of the educational program constitutes the greatest continuing need to be met through the county school service fund. To meet this need the necessity is recognized to provide professional services to coordinate courses of study, guidance services, health services, school library services, special education, and attendance activities.

"As an additional need, the Legislature recognizes the necessity to provide professional services in districts too small to supply such services for themselves economically and effectively, such as,(1) to prepare courses of study; (2) to supervise instructional practices; (3) to provide direct guidance services, health services, and attendance services normally provided in an educational program; (4) to provide for the purchase, distribution, and use of supplementary instructional materials and equipment; and (5) to provide educational opportunity to normal and special pupils who would otherwise be denied it. It is recognized further that providing for professional service is a transitory function of the county school service fund to be assumed by school districts when, through growth or reorganization, they will be able to perform the services for themselves.

"It is the further intent of the Legislature that:

"(a) Services involving the coordination of the educational program which have among others the purposes of (1) enforcing minimum standards, (2) improving the educational program, and (3) promoting order and reasonable uniformity in the educational program shall be provided, except as may be specifically authorized, at the district level, reserving to the district the opportunity and responsibility for internal improvement, and that such services will be provided in such a manner that recognition will be given to the responsibilities placed upon school districts by the Legislature to determine and administer their own educational program.

"(b) Services to school districts which do not constitute coordination among districts shall be provided in such a manner that impetus will be given to strengthening school districts and to improving district organization to the end that more effective programs of education may be offered, and that the provision of services through the county school service fund shall not act to deter or delay any school districts from furnishing such services for themselves.

"(c) Services to school districts shall be cooperatively provided by two or more county superintendents of schools without regard for county boundaries whenever a particular service may be so provided with economy and effectiveness.

"(d) The direct operation of an educational program by the county superintendent of schools shall, except as specifically authorized by the Legislature, be limited to those emergency cases where children would otherwise be denied an opportunity for education."

Co-ordination by County Superintendent

8503. "The county superintendent of schools may, with the approval of the county board of education and in accordance with regulations of the Superintendent of Public Instruction which he is hereby authorized to adopt, employ qualified personnel to provide for the coordination of courses of study, guidance services, health services, school library services, special education, and attendance activities among the school districts under his jurisdiction. The regulations of the Superintendent of Public Instruction adopted pursuant to this section shall be adopted with the advice of an advisory committee to include county superintendents of schools, which the Superintendent of Public Instruction is herewith authorized to appoint."

Employment of Personnel to Supervise Attendance

8651. "The county superintendent of schools may, with the approval of the county board of education, employ personnel to supervise the attendance of pupils in elementary school districts under his jurisdiction which had less than 901 units of average daily attendance during the preceding fiscal year, in high school districts under his jurisdiction which had less than 301 units of average daily attendance during the preceding fiscal year, and in unified school districts under his jurisdiction which had less than 1,501 units of average daily attendance during the preceding fiscal year, if the districts are not served by any district supervisor of attendance."

Employment of Supervisors of Attendance Under Agreement With District

8652. "The county superintendent of schools may, with the approval of the county board of education, provide for the supervision of the attendance of pupils in school districts under his jurisdiction other than specified in Section 8651. The county superintendent of schools shall transfer from the funds of the district to the county school service fund an amount equal to the actual cost of providing for the supervision of attendance."

Credential Requirements

8653. "The services described in Sections 8651 and 8652 shall be performed by persons who hold a valid credential issued by the State Board of Education authorizing performance of the service."

8704. "The services described in Sections 8701, 8702, and 8703 shall be performed by persons who hold a valid health and development credential, or life diploma based thereon, or a standard designated services credential with a specialization in health issued by the State Board of Education; provided, however, that a psychologist may be employed to perform psychological services under contract if he is the holder of a valid school psychologist credential issued by the State Board of Education."

Employment of Personnel to Provide Guidance Services

8751. "The county superintendent of schools may, with the approval of the county board of education, employ personnel to provide necessary guidance services to pupils in elementary school districts under his jurisdiction which had less than 901 units of average daily attendance during the preceding fiscal year, in high school districts under his jurisdiction which had less than 301 units of average daily attendance during the preceding fiscal year, and in unified school districts under his jurisdiction which had less than 1,501 units of average daily attendance during the preceding fiscal year; provided, adequate guidance services are not being furnished by the district."

Provision of Guidance Services Under District Agreements

8752. "The county superintendent of schools may, with the approval of the county board of education, enter into an agreement with the governing board of any district for the provision of guidance services in the district by the county superintendent of schools. The agreement shall provide for the payment by the district of the cost of providing the guidance services. The county superintendent of schools shall transfer from the funds of the district to the county school service fund the amounts set forth in the agreement."

Credential Requirements

8753. "The services described in Sections 8751 and 8752 shall be performed by persons who hold a valid credential issued by the State Board of Education authorizing performance of the service."

Information Concerning Pupils

10751. "No teacher, principal, employee, or governing board member of any public, private, or parochial school, including colleges and universities, shall give out any personal information concerning any particular pupil enrolled in the school in any class to any person except under judicial process unless the person is one of the following:

"(a) A parent or guardian of such pupil.

"(b) A person designated, in writing, by such pupil if he is an adult, or by the parent or guardian of such pupil if he is a minor.

"(c) An officer or employee of a public, private, or parochial school where the pupil attends, has attended, or intends to enroll.

"(d) An officer or employee of the United States, the State of California, or a city, city and county, or county seeking information in the course of his duties.

"(e) An officer or employee of a public or private guidance or welfare agency of which the pupil is a client.

"Restrictions imposed by this act are not intended to interfere with the giving of information by school personnel concerning participation in athletics and other school activities, the winning of scholastic or other honors and awards, and other like information. Notwithstanding the restrictions imposed by this section, an employer or potential employer of the pupil may be furnished the age and scholastic record of the pupil and employment recommendations prepared by members of the school staff, and rosters or lists containing the names and addresses of seniors in public, private, or parochial high schools or junior colleges may be furnished to private business or professional schools and colleges."

Mental Examination

11801. "Upon the report of the principal of a school that a pupil shows evidence of impaired mental health and that a mental examination is desirable, the governing body of the school district may, with the written consent of the pupil's parent or guardian provide for the mental examination of said pupil.

"The principal shall not be liable for damages or for any civil or criminal penalty for any report made in good faith in carrying out the provisions of this section."

Rules to Secure Proper Care and Secrecy

11802. "The governing board of any school district shall make such rules for the mental examination, as provided in Section 11801, of the pupils in the public schools under its jurisdiction as will insure proper care of the pupils and proper secrecy in connection with any condition of impaired mental health noted by the supervisor of health or his assistant and as may tend to the correction of such condition, and any such governing board may consult and co-operate with the Department of Mental Hygiene in formulating such rules. The Department of Mental Hygiene shall co-operate to the full extent of its capacities in aiding and assisting school districts in carrying out the duties imposed by this article (commencing at Section 11801)."

Report to Parent

11803. "When evidence of impaired mental health has been noted by the supervisor of health or his assistant, a report shall be made to the parent or guardian of the child, asking the parent or guardian to take such action as will cure or correct the condition. Such report must be made on a form prescribed or approved by the Superintendent of Public Instruction and shall not include therein any recommendation suggesting or directing the pupil to a designated individual or class of practitioner for the purpose of curing or correcting any condition referred to in the report.

"The provisions of this section do not prevent a supervisor of health from recommending in a written report that the child be taken to a public clinic or diagnostic and treatment center operated by a public hospital or by the state, county, or city department of public health."

Written Consent of Parent Required for Psychiatric Treatment of Pupils

11804. "Notwithstanding the provisions of any law authorizing or requiring an officer or employee with duties connected with the public schools to provide for or arrange for, or otherwise engage in any activity directed to providing for, the psychological or psychiatric treatment, or both, of a pupil enrolled in a public school, no officer or employee of a school district, nor any county superintendent of schools nor any of his employees, nor any member of a county board of education nor any of its employees shall place, or participate in placing, a pupil enrolled in a public school in any public or private agency, institution, or place, outside of the pupil's school of attendance, for psychological treatment or psychiatric treatment, or both, unless the prior written consent of the parent or guardian to such placement and treatment is first obtained.

"This section does not authorize any officer or employee to administer psychological or psychiatric treatment to a pupil either within the school of the pupil's attendance or at a place outside of such school without the written consent of the parent or guardian."

Contract for Mental Health Services

11805. "The governing board of any school district may enter into a contract with a mental health clinic or child guidance clinic for the furnishing to the district by the clinic of mental health services for the pupils of the district. The terms and conditions governing the providing of such services shall be set forth in the contract. No payment shall be made by the district for services performed by persons who do not possess a credential issued by the State Board of Education covering such service. When the conditions of the contract have been fulfilled, the cost of services rendered pursuant to such contract may be paid from the funds of the district. The governing board of any city, county, or district which maintains a public mental clinic or child guidance clinic is authorized to enter such an agreement."

Appointment and Compensation

12351. "The board of education of any city or city and county shall appoint a supervisor of attendance and such assistant supervisors of attendance as may be necessary for the city or city and county. The board shall fix the compensation, payable from the special school fund of the city or city and county, and shall prescribe the duties of the supervisor and assistant supervisors of attendance, not inconsistent with law."

Certification of Supervisor for City or City and County

12352. "In any city or city and county no supervisor of attendance or assistant supervisors of attendance shall be appointed, unless he has been lawfully certificated for the work by the county board of education."

District Supervisors

12353. "The board of school trustees of any district of a county may appoint a district supervisor of attendance to act under the direction of the county supervisor of attendance."

Employment by More Than One District

12354. "Two or more districts may unite in appointing a district supervisor of attendance and in paying his compensation."

Certification of District Supervisor

12356. "In any district or districts with an average daily attendance of 1,000 or more school children, according to the annual school report of the last preceding school year, no district supervisor of attendance shall be appointed, unless he has been lawfully certificated for the work by the county board of education."

Governing Board May Contract for Private Social Workers as Counselors

13012. "The governing board of a school district, which does not employ persons charged with school-community duties of counseling students and parents or guardians in their homes, may contract with any qualified social service agency or organization to secure the services, on a part-time or full-time basis, of qualified social workers as counselors in schools and in the homes of pupils. The State Board of Education shall adopt rules and regulations for the implementation of this section, but such social workers shall not be required to hold credentials or certification documents otherwise required under this code for service in the public schools.

"As used in this section 'school district' means any of the following school districts, but does not include any other school district:

"(a) A unified school district having an average daily attendance of less than 1501.

"(b) A high school district having an average daily attendance of less than 301.

"(c) An elementary school district having an average daily attendance of less than 901."

Minimum Requirements for Standard Designated Services Credential With Specialization in Pupil Personnel Services; Services Authorized by Credential

13196. "The minimum requirements for the standard designated services credential with a specialization in pupil personnel services shall be all of the following:

"(a) A baccalaureate or higher degree from an institution approved by the State Board of Education.

"(b) One year of college or university education in addition to the requirement for the baccalaureate degree secured in an institution approved by the State Board of Education. Except where inappropriate, the fifth year shall be substantially devoted to academic and clinical training for the services in which the credential is sought.

"(c) Such additional requirements as may be prescribed by the State Board of Education. Such additional requirements shall be prescribed by the board on or before July 1, 1963.

"The standard designated services credential with a specialization in pupil personnel services shall authorize the holder to perform, at all grade levels, the pupil personnel service approved by the State Board of Education as designated on the credential."

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